

OSI/FSU
Summer 2007
Consolidated Application Webcast
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06/07

Handout A

Office of School Improvement Program Overview

I. INTRODUCTION

The Office of School Improvement (OSI), Field Services Unit, will facilitate the improvement of student achievement in Michigan by collaborating with school districts on the implementation of their school improvement plans through identification, coordination, and utilization of categorical programs and other resources.

The OSI is responsible for the administration of 10 federal and 2 state grant programs for schools and school districts. The grant programs award approximately \$922,477,100 to school districts annually. The OSI Field Services Unit staff are organized in five Regional teams. Each regional team works in an assigned region of the state, and each consultant is assigned to specific local and intermediate school districts.

Grant Programs:

State Programs		Federal Programs	
Section 31a	At-Risk Pupils	Title I, Part A	Improving Basic Programs
Section 41	Bilingual Program	Title I, Part C	Education of Migratory Children
		Title I, Part D	Prevention & Intervention for Delinquent Children/Youth
		Title II, Part A	Teacher and Principal Training and Recruiting
		Title II, Part D	Enhancing Education Through Technology
		Title III	Language Acquisition Program (LAP) Sub Grant
		Title V, Part A	Innovative Programs
		Title VI, Part B, Subpart 2	Rural and Low-Income School Program
		Title X, Part C	McKinney-Vento Homeless Education Assistance Improvements Act of 2001

Services:

As part of the administration of the 12 grant programs, the Field Services Unit staff assists school districts with the application process, the approval of grant applications, the implementation of programs, compliance with state and federal grant requirements, and grant reporting. The regional consultants provide direct assistance to schools and school districts in using the categorical resources to address their achievement priorities and to support the implementation of their

school improvement plans. The services necessary to meet these goals vary between schools and districts, and require the consultants to individualize services for each situation. There is no cost to school districts for services delivered by the OSI Field Services Unit. School districts are encouraged to contact their regional field representative for information and/or assistance with all of the grant programs. The general OSI Field Services Unit phone number is 517-373-4588.

II. Title I, Part A – Improving Basic Programs

Allocation Process

- Allocation formula for Local Education Agencies (LEAs) based on counts of low-income children (2004 census poverty estimates for 2007-2008 allocations)
- Allocation formula for Public School Academies (PSAs) based on October 2006 equated free lunch counts
- Minimum of 10 low-income children based on the above criteria for district/academy to be eligible for allocation
- Basic grants to districts/academies with more than 2 percent poverty
- Concentration grants to districts/academies with more than 15 percent poverty (4-year grandfather)
- Targeted grants to districts/academies with more than 5 percent poverty
- EFIG (Education, Finance Incentive Grants) to districts/academies with more than 5 percent poverty
- Hold-harmless guarantees for 2006-2007, 85-95 percent depending on poverty, as long as district remains eligible. The hold-harmless eligibility is based on districts remaining eligible by census poverty estimates for basic grants, concentration grants, targeted grants, and EFIG.

Application Process

- Use **Consolidated Application** in the Michigan Electronic Grants System (MEGS)
- Complete application with Consolidated Plan first year
- Application updates in subsequent years
- Funds may not be obligated before application is submitted to the State in MEGS
- Funds may be encumbered beginning with the submission date of the Consolidated Application
- Complete separate budget detail for each institution
- Complete the program column on the "Delivery Systems for Special Populations" page

Purpose of Programs

- Designed to help disadvantaged children meet high academic standards; to help children who are failing or most at risk of failing to meet the district's core academic curriculum standards
- Both schoolwide and targeted assistance programs are to provide supplemental instruction services to identified children

Who is Served?

- Schoolwide: After the required one year of planning, the program addresses the needs of all students in the school, but particularly the needs of low achieving children who are most at risk of not meeting state standards
- Targeted Assistance: Only students identified as failing, or most at risk of failing, to meet the State's challenging student performance standards. Students in preschool through second grade are selected solely on the basis of teacher judgment, interviews with parents and developmentally appropriate measures

Planning Process

- District and school plans coordinated with plans for other local, state and federal programs
- Teachers, principals, other staff and parents involved in development of district and school plans
- Schoolwide plans developed over one-year period with external technical assistance
- Plans based on assessment of student performance in relation to core academic standards
- Private school officials consulted regarding services to eligible private school students

Program Implementation

- Services delivered in each academic area of core curriculum
- Services provided in accordance with schoolwide or targeted assistance plan
- Consistent selection criteria used to identify students at each grade level
- Multiple strategies used during in-class instruction in all academic areas
- Additional instructional time and/or opportunities given to identified students
- Effective strategies for improving student achievement based on research on teaching and learning

Professional Development

- Professional development plan designed collaboratively by teachers, principals and other staff (participation of private/non-public schools required)
- Focuses on improving teaching of core academic curriculum to enable all students to meet high standards
- Reflects research on teaching and learning
- Supports district and school Title I plans through sustained professional development for all appropriate staff
- May combine Title I funds with funds from other sources
- Data driven – Disaggregating of subgroups' achievement and growth
- Corresponds with district/school Adequate Yearly Progress (AYP) areas of needed improvement

Parent Involvement

- Parent involvement policy for district and each school developed jointly by staff and parents
- School-parent compact for each school describing school and parent responsibilities to support children's education
- Parent involvement in an organized, ongoing and timely way in the planning and review of the Title I, Part A program
- Annual evaluation of content and effectiveness of parent involvement policy
- Reservation of one percent of allocation for parent involvement by districts with allocations of more than \$500,000

Program Evaluation/Reports

- AYP based on MEAP scores
- MEAP results disaggregated based on gender, racial-ethnic group, ELL, migrant status, disability, and economically disadvantaged status
- District may also use other student assessments
- Schools identified for improvement if no AYP for two years
- Consolidated Performance Report required annually
- AYP reported for all subgroups (racial/ethnic, ELL, students with disabilities, economically disadvantaged)

III. Title I, Part C – Migrant Education Program

Allocation Process

- Allocation formula based on counts of migrant children (move within last three years for migratory agricultural or fishing work)
- Per-child allocation varies depending on length of time since last move
- Separate allocations for school year and summer programs

Application Process

- Use **Consolidated Application** in MEGS for regular school year
- Use a separate summer program application in MEGS
- Different application pages/timelines for school year and summer programs
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application or the summer application
- Complete the program column on the "Delivery Systems for Special Populations" page

Purpose of Programs

- Designed to support high-quality comprehensive educational programs for migratory children, to address the needs that result from educational disruptions and repeated moves
- Priority is given to children who are not achieving core academic curriculum standards and whose education has been interrupted during the regular school year

Who is Served?

- A student who is, or whose parent, spouse or guardian, is a migratory agricultural worker, including a migratory dairy worker, migratory fishing worker or those involved in first level processing and has moved within the previous 36 months to obtain temporary or seasonal employment in agricultural or fishing work

Planning Process

- Comprehensive State plan integrated with plans for other local, state and federal programs
- Representatives of other programs involved in development of plan
- Migrant program staff involved in planning for other state, federal, and local program design
- Parent advisory councils consulted in development of plan for year-long programs
- Plan based on comprehensive needs assessment of special educational needs of migratory children
- Private school officials consulted regarding services to eligible private school students
- Services provided in accordance with findings from a comprehensive needs assessment

Program Implementation

- Services delivered in core academic curriculum areas as indicated by findings of a comprehensive needs assessment by Title I, Part A and then additional support services
- Support services delivered in accordance with comprehensive plan
- Priority for services given to migrant children failing, or most at risk of failing, to meet core academic standards and whose education has been interrupted during regular school year
- Effective strategies for improving achievement of migrant students

Professional Development

- Professional development designed to support migrant services after the Title I, Part A; Title II, Part A; and other LEA, ISD and federal professional development initiatives. It may include mentoring, for teachers and other program staff (such as recruiters, paraprofessionals and regular classroom teachers).
- Objectives consistent with Title I, Part A
- When designing a professional development program, consider needs of migrant children as part of the whole

Parent Involvement

- Parent involvement activities consistent with Title I, Part A to extent feasible
- Parent advisory councils involved in planning and implementing full school year programs
- Programs and projects are carried out in a format and language understandable to the parents

Program Evaluation/Reports

- Program effectiveness determined, where feasible, through same approach and standards as Title I, Part A
- Consolidated Performance Report required annually

IV. Title I, Part D – Prevention/Intervention for Delinquent Children/Youth

Allocation Process

- Allocation formula based on October 2006 count of 5-17 year old children/youth in facilities for delinquent children/youth for 30 or more consecutive days, as submitted by the facility on form FS-4685
- Minimum of 50 children/youth in delinquent facilities during year in order for a district/Intermediate School District (ISD) to be eligible for allocation. Facilities can be grouped within a district/ISD to meet the requirement of 50.

Application Process

- Same as Title I, Part A
- Complete separate budget detail for each local facility
- Complete the program column on the "Delivery Systems for Special Populations" page

Purpose of Programs

- Provides supplementary services to children/youth in local facilities for delinquent children
- Services are designed to improve academic achievement, facilitate the transition of institutionalized children/youth into a regular school setting and help prepare participants for secondary school completion, training and employment, or further education

Who is Served?

- Children/youth who are:
 - in institutions for delinquent children/youth
 - in adult correctional institutions or
 - attending community day programs for delinquent children/youth

Planning Process

- Program developed in collaboration with representatives of local institutions for delinquent children/youth
- Program developed in coordination with other local, state and federal programs serving delinquent children/youth
- District/ISD must have formal agreement in place with each facility (in accordance with NCLB, Section 1425)
- Evaluation results used to plan and improve program

Program Implementation

- Instructional and support services delivered in accordance with academic and support service needs of delinquent children/youth

Professional Development

- May fund professional development activities designed to meet students' educational needs and assist students' transition to locally operated programs

Parent Involvement

- Parent involvement in efforts to improve educational achievement of their children and prevent delinquent activities, as appropriate

Program Evaluation/Reports

- Program evaluation required once every three years in accordance with NCLB, Section 1431
- Evaluation must be designed to determine program's impact on participants' ability to:
 - Maintain and improve academic achievement;
 - Accrue credit for promotion and graduation;
 - Make transition to regular or other educational programs;
 - Complete secondary school and obtain employment; and
 - As appropriate, participate in postsecondary education and job training programs
- The evaluation must utilize multiple and appropriate measures of student progress
- Consolidated Performance Report required annually

V. Title II, Part A – Teacher and Principal Training and Recruiting

Allocation Process

- Funds are allocated to LEAs based on 2001-2002 total amounts for Eisenhower and Class Size Reduction combined. 2006-2007 allocation to be determined based on the Appropriations Act. 80% of the 2003 census poverty estimates and 20% on the 5-17 year-old census population.
- There are no funds specifically allocated for non-public schools; however, to the extent that money is used for professional development, non-public schools must be invited to participate in the planning and in professional development opportunities. The law anticipates that unless an LEA can demonstrate that its teachers and principals have no professional development needs, the LEA will include professional development in whatever mix of activities it decides to support with Title II, Part A funds.

Application Process

- Use **Consolidated Application** in MEGS
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application
- Complete Title II, Part A “Teacher and Principal Recruiting” information page and align with budget detail

Purpose of Programs

- Focus on recruiting, training, and retaining highly qualified staff (including paraprofessionals and administrators)
- Recruiting and hiring supplementary staff (to reduce the size of core instructional groups)
- Reduce class size, particularly in the early grades
- Build “highly qualified” teachers who demonstrate a high level of competency in each of the (core) academic subjects

Who is Served?

- Students within reduced-size classrooms
- Paraprofessionals, regular and special education teachers, principals, superintendents, and pupil services personnel in public and/or private schools receiving training to increase student achievement

Planning Process

- Conduct a needs assessment to analyze district data to coordinate planning with needs regarding class size, professional development, and the recruiting, hiring and retaining of highly qualified staff and other eligible services; identify local teacher and paraprofessional quality needs so all are “highly qualified” by the end of the 2005-06 school year (as of this printing, the United States Department of Education has not extended this date).
- Parents must be included in the planning process
- Private school officials consulted regarding professional development activities for teachers

Program Implementation

- Develop and implement mechanisms to assist schools in effectively recruiting, hiring and retaining highly qualified teachers, principals and pupil services personnel:
- Recruit and hire highly qualified:
 - Regular/special education teachers to team teach
 - Teachers to reduce regular and special education class sizes, particularly in early elementary (in accordance with the result of the district needs assessment)
 - Specialists in core academics subjects
 - Teachers and provide advancement initiatives, emphasizing multiple career paths and pay differentiation
- Provide alternate routes to certification for
 - Professionals from other fields
 - Qualified paraprofessionals
 - Paraprofessionals may continue to use the portfolio option under the following conditions:
 - The paraprofessional was employed with the local district prior to the first day of school in the 2002-03 school year and the paraprofessional was employed as instructional support staff in a Title I school/building or in a Title I target-assisted program,
OR
 - The paraprofessional was employed as instructional support staff in a NON-Title I school and the school is now receiving Title I funds supporting the program for which the paraprofessional is assigned.
 - Appropriate documentation of how the paraprofessional has demonstrated that he/she has met the portfolio requirements must be maintained by the local district, as previously required.
 - It is the understanding of the MDE that HOUSSSE options also will be eliminated for paraprofessionals with the reauthorization of the Elementary and Secondary Education Act (NCLB). The same would apply to the paraprofessional portfolio.

- The testing options of WorKeys, MTTC Basic Skills, or ETS Parapro will remain in effect indefinitely for paraprofessionals who choose to or must meet the NCLB requirements.
- Improve quality of teacher force through:
 - Tenure reform
 - Merit pay
 - Recruiting, training, and retaining teachers in academic subjects where there is a shortage
 - Providing professional development activities in content knowledge and classroom practices for teachers, principals, and in appropriate cases, paraprofessionals
 - Increasing opportunities in the teaching profession for minorities, individuals with disabilities and other under represented individuals
- Testing teachers in academic subjects
- Retain highly qualified teachers and principals in schools with low achievement through:
 - Teacher mentoring from exemplary teachers, principals or superintendents
 - Induction and support for teachers and principals in their first 3 years
 - Incentives to teachers and principals with record of success in improving achievement of low-achieving students

Professional Development

- Provides professional development activities that improve knowledge of teachers, principals, superintendents and paraprofessionals in:
 - Core academic subjects, effective instructional strategies and use of state standards and assessments
 - Effective instructional strategies that integrate the use of technology
 - Use of data and assessments to improve teaching and learning
 - Instructional practices involving the collaboration of teachers and administrators
 - Early and appropriate interventions with accommodations for students with different learning styles
 - Improving student behavior in the classroom
 - Involving parents in their child's education
 - Improving quality of principals and superintendents, such as management and instructional leadership academies
 - Use of distance learning for cost-effective professional development opportunities
- If the professional development needs of the private school teacher are different from those of the public school teachers, the LEA, in consultation with the private school representatives, should develop a separate program

Parent Involvement

- Parents must be included in the planning process
- Staff training to increase parent involvement

Program Evaluation/Reports

- To be determined

VI. Title II, Part D, Subpart 1 – Enhancing Education Through Technology

Allocation Process

- Funds are allocated to LEAs as follows:
 - 50% will be awarded as formula grants in same proportion as Title I, Part A funds
 - 50% will be awarded as competitive grants through the Office of Grants Coordination & School Support and Michigan Virtual University

Application Process

- Use **Consolidated Application** in MEGS
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application
- An approved, long-range strategic educational technology plan consistent with statewide technology plan must be on file in order to access these funds

Purpose of Programs

- Improves student academic achievement through the use of technology
- Supports initiatives designed to increase access to technology, particularly in schools identified for improvement under Title I, Part A
- Ensures that all students are technologically literate by the end of the 8th grade
- Supports innovative methods for delivering specialized or rigorous academic courses for students without access to such courses
- Encourages effective integration of technology, resources, services and systems with teacher training and curriculum development
- Establishes research-based instructional methods
- Supports evaluating programs funded through Title II, Part D, regarding impact of program on student academic achievement
- Supports efforts to use technology to promote parent and family involvement in education and communications

Who is Served?

- Public and private school students, staff and parents

Planning Process

- Develop a long-range strategic educational technology plan consistent with the statewide technology plan. For further information visit: <http://techplan.org/>
- Must use a minimum of 25% of funds for ongoing, sustained, intensive, high-quality professional development in:
 - the integration of advanced technologies into curriculum and instruction
 - the use of these technologies to create new learning environments
 - Consult private school officials regarding services to their students and staff

- 25% rule may be waived for LEAs that already provide professional development meeting the above requirements (requires local agencies to apply for a waiver from the State)

Program Implementation

- Acquires, develops and maintains a technology infrastructure
- Implements and supports comprehensive technology systems in schools to improve student achievement
- Supports professional development in technology (a minimum of 25%)
- Collects, manages and analyzes data to enhance teaching and school improvement efforts

Professional Development

- Promotes initiatives to help teachers, principals and administrators integrate technology effectively into curriculum and instruction
- Provides constant access to training and updated research in teaching and learning through electronic means
- Prepares teachers as technology leaders
- 25% of allocation MUST be spent for professional development (waiver limited to districts with no schools in School Improvement or Corrective Action status)

Parent Involvement

- Promote parent and family involvement in education and communication using technology to connect schools and teachers with parents and students

Program Evaluation/Reports

- Local district must implement a performance measurement system to determine effectiveness of education technology programs that ensure:
 - Effective integration of technology into curriculum and instruction
 - Increased ability of teachers to teach using technology
 - That students meet challenging academic standards
- The state is required to develop an evaluation process to measure effective integration of technology into curriculum

VII. Title III – Limited English Proficient Children Sub Grant

Allocation Process

- Uses formula based on number of English Language Learner (ELL) students
- Grant will be awarded to applicants who generate a total allocation of \$10,000 or more, either independently or through consortium
- Typically up to 85% of the Title III state allocation is available. For 2006-2007, 100% will be available

Application Process

- Use **Consolidated Application** in MEGS
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the paper application
- Pupil count data for Title III will be gathered from a paper application, Single Record Student Database, and the annual English Language Proficiency Assessment (ELPA)

Purpose of Programs

- Speedy acquisition of English language proficiency
- Assists students to achieve in the core academic subjects
- Assists students to meet state standards
- Supports efforts to use technology to promote parent and family involvement in education and communications

Who is Served?

- Individuals:
 - born outside the United States or whose native language is other than English
 - ages 3 through 21 enrolled in elementary or secondary schools
 - who have difficulty speaking, understanding, reading, or writing English
 - who are Native Americans or are Alaska Natives
 - who are migratory students whose language is not English
 - and whose difficulties in speaking, reading, writing or understanding the English language prevent them from achieving academic success

Planning Process

- Describes programs and activities
- Describes how the applicant will meet annual achievement objectives
- Involves all stakeholders

Program Implementation

- Flexible uses of scientifically-based instruction that promotes English language proficiency
- Improves instruction and assessment of ELL students
- Acquires and upgrades curricula

- Requires parent involvement, Professional Development and School-Based Reform

Professional Development

- High quality professional development for classroom teachers to improve instruction for ELL students
- Enhances ability of teachers to understand and use curricula to help ELL students
- Improves the assessment of ELL students

Parent Involvement

- Parent notification of the identification of their child as ELL within 30 days after the beginning of school (2 weeks during the school year)
- Communication with parents in a language that is understandable to them
- Right of parents to refuse services
- Right of parents to choose among available services
- Parent involvement activities
- Notification to parents if program fails to meet annual achievement objectives

Program Evaluation/Reports

- Annual assessment of English language proficiency (ELPA) of all ELL students
- Number and percent of ELLs who made progress toward English language proficiency for each year
- AYP for ELL students as described under Title I, section 1111(b)(2)(B)
- Number and percent of ELLs who reached English language proficiency for each year

VIII. Title V, Part A – Innovative Programs

Allocation Process

- Allocation formula based on enrollments and other factors, such as low-income counts, low-income concentrations, and sparse (extremely rural) populations
- Amounts for private school services calculated by State (not available to district if private schools do not participate) in the preceding year

Application Process

- Use **Consolidated Application** in MEGS
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application
- Complete “Innovative Programs – Local Uses of Funds” information page and align with budget detail

Purpose of Programs

- Supports local education reform efforts that are consistent with and support education efforts
- Provides funding to educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research
- Provides a continuing source of innovation and educational improvement, including support programs to provide library services and media materials
- Supports initiatives to meet the educational needs of all students
- Supports the development and implementation of programs to improve school, student and teacher performance, including professional development and class size reduction

Who is Served?

- Students and staff in public and non-public schools

Planning Process

- Plan development in consultation with teachers, administrators, other staff and parents
- Plan includes reasons for selecting particular programs and activities
- Non-public school officials consulted regarding services to non-public school students and staff

Program Implementation

- Instructional Programs
- Instructional Materials, Professional Development and School-Based Reform
- District-Level Reform
- Pupil Support Services
- Parent and Community Involvement

Professional Development

- May support professional development related to program activities

Parent Involvement

- Parent involvement in development of plan for use of funds
- Activities may include parent literacy programs

Program Evaluation/Reports

- Districts required to keep records and provide information for federal/state evaluations
- Annual evaluation by local educational agencies will be used to make decisions about program changes for subsequent years

X. Title VI, Part B, Subpart 2 – Rural and Low Income School Program

Allocation Process

- Allocation formula based on percentage of low-income children (2004 census poverty estimates 20% minimum)
- All schools served by LEA are designated rural with a school locale code of 6, 7, or 8
- The LEA is not eligible to receive funds under Section 6212 (Small Rural School Achievement Grant)

Application Process

- Use **Consolidated Application** in MEGS for regular school year
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application

Purpose of Programs

- To address the unique needs of rural districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants
- Receive formula grant allocations in amounts too small to be effective in meeting their intended purposes

Who is Served?

- Teachers, if used for teacher recruitment and retention, including the use of signing bonuses and other financial incentives
- Teachers, if used for professional development, including programs that train teachers to utilize technology to improve teachers and to train special needs teachers
- Parents, if used for parent involvement activities
- Students, if used for activities authorized under Title IV, Part A – Safe & Drug Free Schools and Communities; Title I, Part A – Improving Basic Programs; or Title III – Language Instruction for ELL students

Planning Process

- District and school plans coordinated with plans for other local, state, and federal programs

Program Implementation

- Program implemented according to requirements of the specific program to which these funds have been assigned (Title I, Part A; Title III; or Title IV)
- Program implemented according to the use of funds state in who is served
 - Teachers, if used for teacher recruitment and retention, including the use of signing bonuses and other financial incentives
 - Teachers, if used for professional development, including programs that train teachers to utilize technology to improve teachers and to train special needs teachers

Professional Development

- Professional development for teachers, including programs that train teachers to utilize technology to improve teachers and to train special needs teachers

Parent Involvement

- Parent involvement according to the requirements of the specific program to which these funds have been assigned (Title I, Part A; Title III; or Title IV)

Program Evaluation/Reports

- After third year of participation, the LEA must have made AYP to continue to participate
- The State Education Agency (SEA) may permit LEAs that did not make AYP to continue if funds are used to meet Title I improvement requirements under Section 1116

XI. Title X, Part C – McKinney-Vento Homeless Assistance

Allocation Process

- Competitive grants to districts for the provision of area-wide services to remove barriers that prevent homeless children and youth from attending, remaining in, and succeeding in school
- Currently grant competition is annual; law allows three year approval

Application Process

- Competitive grants to school districts, ISDs or PSAs that submit successful applications to provide area-wide services
- Grant application submitted annually through MEGS

Purpose of Programs

- Facilitates the enrollment, attendance and success in school of homeless children and youth
- Provides supplemental services for homeless students

Who is Served?

- Homeless children and youth as defined in the law
 - Lack a fixed, adequate nighttime residence
 - Sharing the housing of others due to loss of home
 - Living in public or private places not designated for human habitation
 - Living in car, tent or camper
 - Living in motel, shelter or other temporary residence for homeless
 - Awaiting foster or court placement

Planning Process

- Conduct needs assessment
- Gather data on homeless students
- School staff members, parents and representatives from homeless service providers in the community are involved in planning program
- Plan must cover a specified service area rather than a single school or district

Program Implementation

- Examine and revise policies that are a barrier to enrollment, attendance and success in school for homeless children and youth
- Provide supplemental and instructional services that do not segregate homeless children and youth
- Include an evaluation process that measures the academic achievement of homeless children and youth
- Coordinate the provision of services to prevent duplication and to use available funds effectively

Professional Development

- Professional development may be provided to school staff to raise the awareness of the needs of homeless families
- Professional development may be provided to Homeless Liaisons from the service area and surrounding areas

Parent Involvement

- Parent involvement required to help parents become actively involved in the student's academic success
- Coordination with community services for homeless people and families

Program Evaluation/Reports

- Report required at end of grant year
- Report includes a description of program activities and services
- Report includes homeless student achievement data
- Report includes data on number of homeless children and youth identified and served by grant

XII. Section 31a – Programs for At-Risk Pupils

Allocation Process

- Allocation formula based on foundation allowance and prior October 31 count of pupils eligible for free meals (11.5 percent of foundation allowance x free eligible count)
- State/local revenue per membership pupil must fall below specific amount to be eligible for allocation
- New academies funded based on current October 31 count of free eligibles
- Allocations prorated based on per-eligible deduction to stay within State appropriation

Application Process

- Must use Section 31a Application for first year of funding
- No application in subsequent years (Program Report used to report activities/expenditures)
- Funds included in State aid payment

Purpose of Programs

- Provides supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation. The criteria include low achievement on MEAP or the presence of two or more identified at-risk factors
- Funds may be used for class size reductions in grades K-6 in schools above the district's poverty percentage
- Funds are limited to direct services to pupils and may not be used for administrative or other related costs

Who is Served?

- Pupils who meet at least 2 of the following criteria:
 - Victim of child abuse or neglect
 - Below grade level in English/language arts, communication skills or mathematics skills
 - Pregnant teenager or teenage parent
 - Eligible for free or reduced price lunch
 - Atypical behavior or attendance patterns
 - Family history of school failure, incarceration or substance abuse

OR
- Pupils whose score on their most recent MEAP reading, mathematics or science test was:
 - less than Moderate in reading or mathematics
 - less than Novice in science

OR
- Pupils in grades K-3 who are at risk of not meeting the district's core academic curricular objectives in English/language arts, communications skills or mathematics

Planning Process

- Based on needs assessment of eligible students
- Coordinated with other local, state and federal programs

Program Implementation

- Instructional programs and direct noninstructional services (e.g., medical or counseling services) for eligible pupils
- May be provided before or after regular school hours or by adding extra school days
- May use tutorial method with paraprofessionals working under supervision of certificated teacher (ratio of pupils to paraprofessionals between 10:1 and 15:1)
- May not be used for administrative costs or to supplant another program or other funds being used for at-risk pupils
- Reduction of class size in grades K-6, or any combination of those grades, in schools in which the percentage of pupils eligible for free lunch exceeds the district average; may request a waiver for schools with at least 30% poverty (if also at least 60% of district average)

Note: If Section 31a funds are used to reduce class size, the instructional program must be designed to ensure a realistic opportunity for eligible pupils to achieve the district's core curriculum outcomes in accordance with Section 1278(6) of PA 335.

Professional Development

- May not use funds for professional development

Parent Involvement

- May not use funds for parent involvement, except as part of direct pupil services

Program Evaluation/Reports

- Annual report on use of funds and number of pupils served
- Districts must report the number of students receiving each program or service as well as the number of those students who are eligible for free or reduced price school lunch
- Program records available for audit

XIII. Section 41 – Bilingual Program

Allocation Process

- Allocation formula based on fall membership counts of eligible pupils receiving bilingual instruction from qualified staff
- Per-pupil allocation is state appropriation divided by total eligible count

Application Process

- No longer included in the Consolidated Application in MEGS
- Will be in MEGS as a separate application
- Must be submitted no later than November 15
- Section 41 application is on 1-year cycle
- Pupil count data will be collected through SRSD

Purpose of Programs

- Supports bilingual instruction for pupils of limited English-speaking ability

Who is Served?

- Section 41 provides instruction to assist children of limited English-speaking ability to achieve reasonable efficiency in the English language. The program uses the child's primary language in a variable manner to promote English proficiency and subject area competence. How much of the child's primary language is used in the program is an instructional decision that is up to the school district. English as a Second Language (ESL) can be part of the bilingual education program, but a purely ESL approach may not be operated with Section 41 funds.

Planning Process

- Based on needs assessment of eligible students
- Coordinated with other local, state and federal programs

Program Implementation

- Bilingual instruction by qualified staff in speaking, reading, writing or comprehension of English
- Bilingual instruction in academic content areas

Professional Development

- May use funds for appropriate professional development activities for staff providing bilingual instruction

Parent Involvement

- Before placing a child in a Section 41 program, a school district must notify the parents or guardians by registered mail that their child is being enrolled in the program. This notice should contain a simple, non-technical description of the purpose, method and content of the program. It should inform the parents or guardians that they have a right to visit the program, and that they have an absolute right to refuse the placement or to withdraw their child from the program by giving written notice to the school district.
- Funds may be used to support parent involvement

Program Evaluation/Reports

- No evaluation of program effectiveness required
- Department compiles program information

XIV. Title VI – Transferability Provision

Application Process

- Use **Consolidated Application** in MEGS
- No additional funds are available through Title VI
- This provision allows the transfer of funds between Title programs
- No funds may be transferred from Title I to other programs

Office of School Improvement Generally Allowable Use of Funds

07/21/06

	Title I, Part A	Tile I, Part C Migrant	Title I, Part D, subpart 2	Title II, Part A	Title II, Part D	Title III LEP	Title V, Part A	Title VI, Part B	Section 31a	Section 41 Bilingual
Administrative Cost	Yes	Yes	Yes	Yes	Yes	Yes (2% limit)	Yes	Yes	No	Yes
Basic Student Assessment	No	No	No	No	Yes	Yes	No	Yes (Title III)	No	No
Capital Outlay**	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No
Carryover	Yes (15% limit)***	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Extended Day/ Year Services	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Health & Social Needs	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No
Indirect Cost	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Parent Involvement	Yes (not less than 1% if allocation exceeds \$500,000)	Yes	Yes	Yes (planning)	Yes	Yes	Yes	Yes	No	Yes
Professional Development	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Program Development	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Program Materials & Supplies	Yes	Yes	Yes	Yes (training materials)	Yes	Yes	Yes	Yes	Yes	Yes
Pupil Support Services	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No
Salaries and Benefits	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Services to Private School Students/Staff	Yes	Yes	No	Yes	Yes	Yes (if private students are funded)	Yes	Yes	No	No
Substitutes	Yes	Yes	Yes	Yes	Yes (professional development)	Yes	Yes	Yes	Yes	Yes
Supplement Not Supplant*	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Supplemental Needs Assessment	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Transferability to Another Program	No	No	No	Yes	Yes	No	Yes	No	No	No
Transportation	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No

* All allowable uses of funds are subject to the supplement, not supplant, requirement which prohibits the use of program funds for general education or other services required by law.

** Capital outlay is defined as an item costing \$5,000 or more per unit.

*** Limit does not apply to districts with allocations of less than \$50,000.



08/05

Title I, Part A Allocation Formula Under the No Child Left Behind Act

Handout B

Title I, Part A funds are allocated to school districts through four statutory formulas—Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants (EFIG). The following describe the specific allocation provisions for each formula funded under PL 107-7.

Basic Grants (Title I, Part A, section 1124)—Basic Grant funds are allocated to Local educational agencies (LEAs) through a statutory formula based primarily on the number of children, ages 5 through 17, from low-income families. In addition, the formula includes annually collected counts of children in locally operated institutions for neglected or delinquent children, in foster homes, and in families above poverty that receive assistance under the Temporary Assistance for Needy Families program. In order to receive a Basic Grant, an LEA must have at least 10 formula children and the number of those children must exceed two percent of the LEA's total population ages 5 through 17. State educational agencies (SEAs) must adjust allocations to account for eligible LEAs that did not receive a Federal allocation such as Public School Academies. The statute requires that each eligible LEA receive at least 85, 90, or 95 percent of the amount it was allocated in the preceding year, depending on the LEA's poverty rate. The "hold-harmless" percentage guarantee varies according to the percentage of formula children in each LEA.

Concentration Grants (Title I, Part A, section 1124A)—Concentration Grant funds are allocated to LEAs in which the number of children counted for Basic Grant formula purposes exceeds 6,500 children or 15 percent of the total population ages 5 through 17. As with Basic Grants, SEAs must adjust allocations to account for differences between State and Federal lists of LEAs. The hold-harmless requirement for Concentration Grants works the same as it does for Basic Grants except that an LEA is guaranteed its hold-harmless amount for four consecutive years even if it no longer meets either eligibility threshold. Section 1122(c)(2) of the statute provides that LEAs failing to meet the eligibility threshold after four years are no longer protected by the hold-harmless.

Targeted Grants (Title I, Part A, section 1125)—The Targeted Grants formula uses the same data elements as Basic and Concentration Grants. Adjustments are made to the number of formula children to give greater weight to those LEAs that have higher numbers or percentages of formula children. In order to receive a Targeted Grant, the number of formula children in an LEA counted for Basic Grant allocation purposes must be at least 10 and equal or exceed five percent of the LEA's total population ages 5 through 17. As with Basic and Concentration Grants, SEAs must adjust allocations to account for differences between State and Federal lists of LEAs. The hold-harmless requirement for eligible LEAs works the same as it does for Basic Grants. The hold-harmless percentages, however, are based on the unweighted number of children used in the Targeted Grant formula.

Education Finance Incentive Grants (Title I, Part A, section 1125A)—The EFIG formula, in addition to using the number of Title I formula children and each State's per-pupil expenditures, distributes funds to States based on (1) an effort factor that measures a State's effort to provide financial support for education compared to its relative wealth as measured by its per capita income, and (2) an equity factor that measures the degree to which education expenditures vary among school districts within a State. The EFIG formula benefits States that spend more money on education relative to their wealth and States that have equalized education expenditures among their LEAs. The United States Department of Education determines a State's EFIG allocation and then it is allocated among LEAs within a State using a weighted formula that operates similarly to that established under the Targeted Grants formula. The within-State weights used for determining LEA allocations, however, vary among States according to the degree to which each State's expenditures are equalized across its school districts. The eligibility criteria used to determine whether an LEA qualifies for an EFIG allocation are the same as for Targeted Grants.

As with Basic, Concentration, and Targeted Grants, SEAs must adjust allocations to account for differences between State and Federal lists. The hold-harmless requirement for eligible LEAs works the same as it does for Basic Grants. The hold-harmless percentages, however, are based on the unweighted number of children used in the EFIG formula.

Some districts may be in countdown status. If so, the district should contact their consultant. The Concentration Grant is cut 15% for each of the four years LEAs fail to meet eligibility.

Community Public Schools

123 Learning Avenue
Schooltime, Michigan 48899

Handout C1

[Date, usually spring of the year]

Administrator
Private Nonprofit School
School Address
School City, State, Zip

Dear [Administrator]:

Community Public Schools invites you to participate in the following federal programs during the 2007-2008 school year: *(list those programs that apply to your district's situation; Titles I & III services should be offered to all private nonprofit schools with resident children enrolled; Titles II & V services should be offered only to private nonprofit schools located within district boundaries; note that some private nonprofit schools receive their Title V services through the Intermediate School District).*

Title I, Part A, Improving Basic Programs, to provide supplementary instruction to students who are failing or most at risk of failing to meet your school's core academic curriculum.

Title I, Part C, Migrant Education, to provide supplementary educational and support services to migrant students through both regular school year and summer programs.

Title II, Part A, Teacher and Principal Training and Recruiting, to help support sustained and intensive professional development.

Title II, Part D, Enhancing Education Through Technology, to support the integration of educational technology into classrooms to improve teaching and learning.

Title III, Limited English Proficient, to provide instruction and professional development that help limited English proficient students in the speedy acquisition of English language proficiency to achieve in the core academic subjects. It also provides immigrant students with high quality instruction to meet challenging State standards, and assists the transition of immigrant children and youth into American society.

Title V, Innovative Programs, to support local educational reform efforts consistent with statewide reform or provide a source for continuing innovation and educational improvement, including support for library services and instructional media materials.

The level of services available to your school under Title I and Title III programs is based upon your documentation of student eligibility. The level of services available to your school under Title II and Title V programs is based on your school's total enrollment.

We encourage you to participate in this planning of these federal programs for the benefit of your students and staff. Please complete the attached form indicating your school's interest in participating in these federal programs in 2007-2008. Upon receipt of this form, I will contact you to set up a planning meeting and discuss the purposes of each program and the policies that guide program implementation.

Sincerely,

Director of Federal Programs

Name of Private Nonprofit School: _____

Name of School Contact Person: _____

Title: _____

Phone Number: _____

_____ Yes, our school plans to participate in the federally-funded program services during 2007-2008

_____ No, our school does not wish to participate at this time

Signature: _____

Please return this completed form no later than _____ to:

Director of Federal Programs
Community Public Schools
123 Learning Avenue
Schooltime, Michigan 48899

Community Public Schools

123 Learning Avenue
Schooltime, Michigan 48899

Handout C2

SUGGESTED LETTER TO BE SENT TO PRIVATE SCHOOLS LOCATED OUTSIDE THE PUBLIC SCHOOL DISTRICT'S BOUNDARIES

[Date, usually spring of the year]

Administrator
Private Nonprofit School
School Address
School City, State, Zip

Dear [Administrator]:

Although your school is outside of our district boundaries, resident children from our school district enrolled at your school may be eligible for academic services through the Title I, Part A program. Therefore, Community Public Schools invites you to participate in the following federal programs during the 2007-2008 school year:

Title I, Part A, Improving Basic Programs, to provide supplementary instruction to students who are failing or most at risk of failing to meet your school's core academic curriculum. The level of services available to your school under the Title I, Part A program is based upon your documentation of student eligibility.

We encourage you to participate in this planning of these federal programs for the benefit of your students and staff. Please complete the attached form indicating your school's interest in participating in these federal programs in 2007-2008. Upon receipt of this form, I will contact you to set up a planning meeting and discuss the purposes of each program and the policies that guide program implementation.

Sincerely,

Director of Federal Programs

Name of Private Nonprofit School: _____

Name of School Contact Person: _____

Title: _____

Phone Number: _____

_____ Yes, our school plans to participate in the federally-funded program services during 2007-2008

_____ No, our school does not wish to participate at this time

Signature: _____

Please return this completed form no later than _____ to:

Director of Federal Programs
Community Public Schools
123 Learning Avenue
Schooltime, Michigan 48899



4/21/04

Office of School Improvement

TITLE VI, PART A *FLEXIBILITY* AND ACCOUNTABILITY FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES

This flexibility provision allows a Local Education Agency (LEA) to transfer up to 50% of its formula allocation under the Teacher Quality State Grants (Title II, Part A), Educational Technology State Grants (Title II, Part D), Innovative Programs (Title V), or Safe and Drug-Free Schools (Title IV, Part A) programs to supplement its allocation under any of the programs listed above. The LEA may also use the funds to supplement its Title I allocation.

An LEA identified as in need of improvement may transfer up to 30% of its allocation for the programs listed above only if it transfers the funds to: (1) supplement its school improvement allocation; or (2) carry out Title I LEA improvement activities. An LEA identified as in need of corrective action may not transfer any funds.

Program Name	Funds May Be Taken From	Funds May Be Used For
Title I, Part A – Improving Basic Programs Operated by LEAs		X
Title II, Part A – Teacher and Principal Training and Recruiting	X	X
Title II, Part D – Enhancing Education Through Technology	X	X
Title IV, Part A – Safe and Drug Free Schools and Communities	X	X
Title V, Part A – Innovative Programs	X	X



4/21/04

Handout D2

Office of School Improvement**TITLE VI, PART B, Subpart 1
FLEXIBILITY AND ACCOUNTABILITY
RURAL EDUCATION INITIATIVE**

This section provides eligible small rural LEAs with additional flexibility by authorizing them to use up to 100% of their allocations under the Teacher Quality State Grants (Title II, Part A), Innovative Programs (Title V), Safe and Drug-Free School Programs (Title IV, Part A), and Educational Technology State Grants (Title II, Part D) to carry out activities authorized under any of the following programs: Title I, Teacher Quality State Grants (Title II, Part A), Educational Technology State Grants (Title II Part D), Language Acquisition State Grants (Title III), Innovative Program State Grants (Title V, Part A), Safe and Drug-Free Schools State Grants (Title IV, Part A), and 21st Century Community Learning Centers (Title IV, Part B).

LEA eligibility requirements:

- a. have an average daily attendance of fewer than 600 students
- or
- b. serve only schools located in counties with a population density of fewer than 10 persons per square mile
- and
- c. serve only schools with an NCES local code of 7 (rural) or 8 (rural near an urban area)
- or
- d. the Secretary determines are located in an area defined as rural
- e. by a governmental agency of the State.

Program Name	Funds May Be Taken From	Funds May Be Used For
Title I, Part A – Improving Basic Programs Operated by LEAs		X
Title II, Part A – Teacher and Principal Training and Recruiting	X	X
Title II, Part A – Teacher and Principal Training and Recruiting	X	X
Title II, Part D – Enhancing Education Through Technology	X	X
Title III – Language Instruction for Limited English Proficient and Immigrant Students		X
Title IV, Part A – Safe and Drug Free Schools and Communities	X	X
Title IV, Part B – 21 st Century Community Learning Centers		X
Title V, Part A – Innovative Programs	X	X



03/05

Handout E

OFFICE OF SCHOOL IMPROVEMENT DISTRICT CONSOLIDATED PLAN NARRATIVE CHECKLIST

Required Elements of District Consolidated Plan

1. Mission statement S.C. (School Code) 380.1277(1)

OFS review criterion:

☐ A mission statement exists.

2. Goals based on student academic objectives for all students

--- Centered on academic learning

--- Strategies to accomplish the goals S.C. 380.1277(1)

OFS review criteria:

☐ Academic goals impact total school population, including subgroups.

☐ Academic goals include specific strategies to accomplish these goals.

Expanded Element:

Goals must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, social studies, mathematics and science

OFS review criteria:

☐ There is at least one district goal in English language arts

☐ The English language arts goal broadly defines what all students are expected to know and be able to do

☐ There is at least one district goal in social studies

☐ The social studies goal broadly defines what all students are expected to know and be able to do

☐ There is at least one district goal in mathematics

☐ The mathematics goal broadly defines what all students are expected to know and be able to do

☐ There is at least one district goal in science

☐ The science goal broadly defines what all students are expected to know and be able to do

3. Strategies to accomplish goals:

Strategies must address the needs of students failing or at risk of failing to achieve model Content Standards for Curriculum

☐ There is a process in place to identify needs of students

☐ There is a process to develop strategies to address the specific needs in specific content areas

4. Curriculum aligned corresponding with goals S.C. (School Code) 380.1277(1)

OFS review criterion:

- ___ There is a process in place to review and revise curriculum; evidence could include timeline for curriculum review or a description of the review process.

5. Evaluation processes/evaluation of the plan S.C. 380.1277(1) / S.C. 380.1277(2)(c)

OFS review criteria:

- ___ Evidence that measures of student performance exist—NCLB calls these “student academic achievement standards”.
- ___ A reference to periodic review of this data.
- ___ Changes are identified which are needed to ensure that all students master the academic goals.
- ___ Assurances are provided that district plan will be updated.

6. Staff development S.C. 380.1277(1)

OFS review criteria:

- ___ A staff development component exists. Evidence could take the form of professional development strategies under academic goal(s) or as a separate section of the consolidated plan.
- ___ Staff development activities are aligned with the academic goals.

7. Development and utilization of community resources and volunteers S.C. 380.1277(1)

OFS review criteria:

- ___ There is a description of ways the district has or will develop community resources and recruit/train volunteers.
- ___ There are examples of the use of community resources and volunteers

8. Role of adult and community education, libraries, and community colleges in the learning community S.C. 380.1277(1)

OFS review criterion:

- ___ There is some reference to the role of adult and community education, libraries and community colleges in support of district activities.

9. Building level decision-making S.C. 380.1277(1)

OFS review criterion:

- ___ Building level decision-making process is described or implied (i.e., within the text describing the development of the goals and strategies and/or professional development activities)

10. Development of alternative measures of assessment to provide authentic assessment of pupils' achievements, skills and competencies S.C. 380.1277(1)

OFS review criteria:

- ___ The text provided demonstrates an understanding of authentic assessment.
- ___ The text provided expresses an expectation that authentic assessment will be used K-12.

Expanded Elements:

Assessment measures for Title I, Parts A, C and D must identify students who are failing or at risk of failing to achieve Model Content Standards for Curriculum

OFS review criteria:

- ☐ Description of assessment procedure to be used by Title I buildings to identify students to receive Title I services
- ☐ If district receives Title I, Part C funds, assessment measures to identify migrant students at risk of failing must be in place
- ☐ If district receives Title I, Part D funds, assessment measures to identify neglected & delinquent student at risk of failing must be in place

11. Methods for effective use of technology, as a way of improving learning and delivery of services, and for integration of evolving technology in the curriculum S.C. 380.1277(2)(f)

OFS review criterion:

- ☐ District has a current Technology Plan on file with Michigan Department of Education.

12. Ways to make available in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction S.C. 380.1277(2)(f)

OFS review criteria:

- ☐ Examples of on-the-job learning opportunities are detailed.
- ☐ Description of how the on-the-job learning opportunities are combined with classroom instruction.

13. Required stakeholders (listed in Section 1277 of the School Code*) invited and allowed to voluntarily participate in the development, review and evaluation of the district school improvement plans S.C. 380.1277(1)

OFS review criteria:

- ☐ District school improvement team includes at least one person from each of the required stakeholders groups, i.e., school board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, and other residents of the school district
- ☐ If not every stakeholder group has representation, then a description of the effort of the district to invite participation is included



03/26/03

Handout F

OFFICE OF SCHOOL IMPROVEMENT ISD CONSOLIDATED PLAN NARRATIVE CHECKLIST

Required Elements of ISD Consolidated Plan

1. Achievement goals for special populations.

If applicable, the plan must include goals for Title I, Parts A, C, or D and must reflect achievement by all students of Model Content Standards for Curriculum in English language arts, social studies, mathematics and science.

OFS review criteria:

- ☐ At least one ISD goal in English language arts.
- ☐ The English language arts goal broadly defines what all students are expected to know and be able to do.
- ☐ At least one ISD goal in social studies.
- ☐ The social studies goal broadly defines what all students are expected to know and be able to do.
- ☐ At least one ISD goal in mathematics.
- ☐ The mathematics goal broadly defines what all students are expected to know and be able to do.
- ☐ At least one ISD goal in science.
- ☐ The science goal broadly defines what all students are expected to know and be able to do.

2. Strategies to accomplish the goals for special populations.

OFS review criterion:

- ☐ Academic goals include specific strategies to accomplish these goals.

3. Assessment measures for special populations.

Plans that include Title I, Parts A, C, or D must utilize assessment measures that identify students who are failing or at risk of failing to achieve Model Content Standards for Curriculum.

OFS review criteria:

- ☐ Description of assessment procedure to be used to identify students to receive Title I services.
- ☐ If the ISD receives Title I, Part C funds, assessment measures to identify migrant students at risk of failing must be in place.

4. Methods to assist districts in improving pupils' academic learning.

OFS review criterion:

- ☐ The ISD has methods in place to assist in improving student learning, such as data collection/data analysis, curriculum development, conferences, consultant services, and/or professional development opportunities.

- 5. Assurance that all pupils have reasonable access to all programs offered by the Intermediate School District, including, but not limited to transportation if necessary.**

S.C. 380.1277 (3) (b)

OFS review criteria:

- ☐ Plan addresses all student populations served by ISD programs.
- ☐ Plan describes the physical as well as academic access to all programs.

- 6. A plan for professional development that supports academic learning.** S.C.

380.1277(3) (c)

OFS review criteria:

- ☐ A staff development component exists. Evidence could take the form of strategies under academic goal(s) or as a separate section of the consolidated plan.
- ☐ Staff development activities are aligned with the achievement goals as identified in first element.

- 7. Methods to assist school districts in integrating applied academics and career and employability skills into all curricular areas.** S.C. 380.1277 (3) (d)

OFS review criterion:

- ☐ A description of methods used to assist districts in meeting this requirement.

- 8. Opportunities for structured, on-the-job training:**

OFS review criteria:

- ☐ Business relationships are present.
- ☐ Internships/or apprenticeships are available to students.
- ☐ On-the-job training is supported by continuing classroom instruction.

- 9. Collaborative efforts with supporting agencies that enhance academic learning.**

OFS review criterion:

- ☐ Active participation in collaborative councils to enhance academic learning, e.g., Collaborations with institutions of higher education, specialized learning programs, health and human service agencies, and Migrant Services Council.

- 10. Long-range cost containment measures, including additional services that might be provided at reduced costs by the ISD or through cooperative programs, and cost reduction programs such as interdistrict cooperation in special education and other programs and services.**

OFS review criteria:

- ☐ Long range, cost containment measures exist.
- ☐ Evidence of interdistrict, inter-ISD cooperative programs, e.g., data processing, staff development, technology support, media resources, cooperative programming in lower incidents of handicap categories.

- 11. To the extent that it would improve school effectiveness, specific recommendations on consolidation or enhanced interdistrict cooperation or both along with possible sources of revenue.**

OFS review criterion:

- ☐ When applicable, specific recommendations are included in the Intermediate School District consolidated plan along with needed possible sources of revenue.

12. Evaluation of the plan.

OFS review criteria:

- ___ Evidence exists of an evaluation process for the goals contained within the Intermediate School District consolidated plan.
- ___ Assurances are provided that the Intermediate School District consolidated plan will be updated.

13. Required stakeholders (listed in Section 1277 of the Revised School Code) invited and allowed to voluntarily participate in the development, review and evaluation of the Intermediate School District school improvement plan.

OFS review criteria:

- ___ Intermediate School District school improvement team includes at least one person from each of the required stakeholders group, e.g., constituent and Intermediate School board members, school board administrators, teachers and other school employees, pupils, parents of pupils and residents of the intermediate school district.
- ___ If not every stakeholder group has representation, then a description of the effort of the intermediate school district to invite participation is included.



**Office of School Improvement
Field Services Unit**

Consolidated Application Checklist

The purpose of the Consolidated Application is to encourage coordination and cooperation between funding sources and programs. The application budgets should reflect support of your School Improvement Plan and its programs, goals, strategies, and professional development as reflected in the “LEA Planning Cycle Requirements” document. All expenditures must be allowable under the legislation and supplement the costs of district responsibilities.

This checklist is a guide to help you review the most common areas that cause applications to be returned for modifications.

- ☐ **Contact Name** is correct and phone number, extension and e-mail address are current
- ☐ On the Review Grant Selections screen, only grants being applied for are checked Apply Now
- ☐ Many screens have a box like the one below. Be sure to use the pull down menu to change it to the correct status

<input type="checkbox"/> Has this page been updated since last year?	Has Not Been Review ed
---	------------------------

- ☐ The narrative in the **Description of Equitable Access** refers to all grant sources and stakeholders in the application
- ☐ Private school letter(s) is/are attached, if applicable, and reflect(s) the NCLB requirements
- ☐ If you are required to attach both the in district and outside the district boundaries letters, they must be uploaded in a single file
- ☐ If you applied using estimated allocations, budgets must be updated to reflect the correct allocation when they become available
- ☐ If required to use the school selection and allocation application for budgeting, revisions must be made to that document to accurately reflect the corrected allocation

Title I, Part A

- ☐ Function codes (FC) are correct. (See Help in the Budget Detail menu bar to reference correct function codes):
- ☐ Summer school staff and expenses are in separate budget items from regular school year staff
- ☐ Summer school for schoolwide schools – **FC 119**
- ☐ Summer school for targeted assistance schools – **FC 125**
- ☐ Supervision costs for regular and summer school – **FC 226**
- ☐ Professional development for instructional staff – **FC 221**
- ☐ Professional development for principals and non-instructional staff – **FC 283**
- ☐ Parent involvement and community activities – **FC 331**
- ☐ **ALL** private school expenditures budgeted – **FC 371**
- ☐ Requested funds in the budget are reasonable and necessary
- ☐ Teachers entered as separate budget item from paraprofessionals

- ☐ Title I teachers' time shown in full-time equivalencies (FTEs) in the description
- ☐ Title I teachers shown as Purchased Services for public school academies or private, non-profit schools in the description
- ☐ Paraprofessional staff shown in FTEs or total hours worked for the school year
- ☐ Staff for extended day and extended year is listed in total hours per year
- ☐ Budget detail description is complete and specific. (See examples)
- ☐ Supplies and materials listed establish supplemental nature of purchase, e.g., leveled readers, math manipulatives needed to deliver Title I services
- ☐ Professional development budget item detail description includes the professional development topics, approximate number of staff, number of days planned, costs per day for contracted consultants and/or a detailed description that links to the School Improvement Plan or AYP status
- ☐ Set asides, if required, are reflected in the budget:
- ☐ 10% for professional development for schools in Phase One and Phase Two is listed as a separate budget item – **FC 221**
- ☐ 1% of district's allocation over \$500,000 has been set-aside for parent involvement – **FC 331**
- ☐ Transfer/Transportation for schools in Phases One through Seven is listed as a separate budget item – **FC 271**
- ☐ Supplemental Educational Services for schools in Phase Two through Phase Seven is listed as separate budget item – **FC 125**
- ☐ Homeless and Highly Qualified set-asides, if needed, are listed separately. (Homeless function codes are determined according to the type of services offered) (Highly Qualified set-asides – **FC 221**)
- ☐ Capital outlay is for a single expense item equal to or exceeding \$5000
- ☐ Other object code is limited to membership dues and outgoing Transfers
- ☐ If applicable, a separate budget detail is provided for each Neglected or Delinquent institution. The name of the N & D Institution is found on the Budget Summary screen in the lower right corner. Click the N & D name to access the Budget Detail screen
- ☐ Local school budgets for identified Phase 2 and above Schools are included
- ☐ Delivery Systems for Special Populations Program screen matches the Budget Detail screen:
- ☐ If there is a function code for summer school in the budget, the summer school grade span is listed
- ☐ If there is a function code for community services in the budget, there must be a grade span listed under Parent Outreach/Involvement
- ☐ Check to see if a waiver for exceeding the 15 percent limit on carryover for Title I, Part A is necessary. There is a provision for a waiver once every three years. The request must be specific, reasonable and necessary. The 15 percent limit does not apply to districts with allocations of less than \$50,000.

Title I, Part C (Regular School Year)

- ☐ Function codes (FC) are correct. (See Help in the Budget Detail menu bar to reference correct function codes)
- ☐ The Migrant program budget supplements the Title I, Part A program
- ☐ Migrant teachers are shown in FTEs

- ☐ Paraprofessional staff shown in FTEs or total hours for the school year worked
- ☐ The Budget Detail description is complete and specific:
- ☐ Description should reflect additional services beyond Title I, Part A
- ☐ Supplies and materials listed establish supplemental nature of purchase, e.g., leveled readers, math manipulatives needed to deliver Title I services
- ☐ Professional development budget item detail description includes the professional development topics, approximate number of staff, number of days planned, costs per day for contracted consultants and/or a detailed description that links to the School Improvement Plan or AYP status
- ☐ Capital outlay is for a single expense item equal to or exceeding \$5000
- ☐ Other object code is limited to membership dues and outgoing transfers
- ☐ Delivery Systems for Special Populations screen matches the Budget Detail screen

Title II, Part A

- ☐ Function codes (FC) are correct. (See Help in the Budget Detail menu bar to reference correct function codes):
- ☐ Professional Development Function Code **(FC) 221** and **FC 283** are described in detail:
- ☐ Professional development for instructional staff – **FC 221**
- ☐ Professional development for principals and non-instructional staff – **FC 283**
- ☐ Private school professional development – **FC 371**
- ☐ Professional development budget item detail description includes the professional development topics, approximate number of staff, number of days planned, costs per day for contracted consultants and/or a detailed description that links to the School Improvement Plan or AYP status
- ☐ Private school received a minimum of the amount budgeted under the 2001-2002 Eisenhower Professional Development Program, even if the district used all of its allocation for class size reduction. (Eisenhower allocation can be found on http://www.michigan.gov/mde/0,1607,7-140-6530_30334-127227--,00.html)
- ☐ If the district is using Title II, Part A for professional development, then the Private Non-Profit formula must be followed. (See Title II, Part A Calculation of Private Schools "Equitable Participation" Worksheet)
- ☐ Class Size Reduction Budget Detail includes a description of how additional teachers are being used to reduce class size as a result of the needs assessment - grade level/subject(s) and number of students in the CSR funded class.
- ☐ The Teacher and Principal Training and Recruiting screen is completed and matches the Budget screen
- ☐ If function code **283** is used, then the last box on this screen must be checked.
 - Boxes checked reflect the Title II, Part A budget requests, which support the professional development component of the school improvement plan

Title II, Part D

- ☐ Function codes (FC) are correct. (See Help in the Budget Detail menu bar to reference correct function codes)
- ☐ The Technology Plan is up to date and on file with the State
- ☐ 25% of the allocation is budgeted for professional development in the integration of technology into the curriculum
- ☐ Budgeted items support the Technology Plan
- ☐ Capital outlay is for a single expense item equal to or exceeding \$5000
- ☐ Private Non-Profit school expenses – **FC 371**
- ☐ Computer lab purchases – **FC 225**

Title III

- ☐ Function codes (FC) are correct. (See Help in the Budget Detail menu bar to reference correct function codes)
- ☐ Consortium Agreement completed, if applicable
- ☐ Sample Parent Notification Letter attached and contains all required elements
- ☐ Administrative costs do not exceed 2%

Title V, Part A

- ☐ Function codes (FC) are correct. (See Help in the Budget Detail menu bar to reference correct function codes)
- ☐ Innovative Programs for Local Use of Funds Program screen matches Budget Detail screen:
- ☐ If function codes **221/283** for professional development are used in the budget, then the third column must include staff participant numbers. If **FC 221/283** is not used in the budget, the third column for staff development is **NOT** filled-in.
- ☐ Dollar amounts on the **Innovative Programs for Local Use of Funds Program** screen matches budgeted amounts
- ☐ If budget includes costs for student instruction, materials or activities, then the second column has been filled in with student participation numbers

Title VI, Part B

- ☐ Function codes (FC) are correct. (See Help in the Budget Detail menu bar to reference correct function codes)
- ☐ Expenditures are allowable under the same rules for Title I, Part A; Title II, Part A; Title II, Part D; Title III, Title IV, Part A; Title IV, Part B and Title V

Local District Consolidated Plan

- ☐ Drop down menu in the “**Has this page been reviewed**” box has been checked and changed
- ☐ Consolidated Plan Revision Template was utilized to update the plan for minor changes

Amendments

- ☐ To change an application in **Grant Funds Available** status, you must amend the original application by choosing **Amend Application** on the **Main Menu** bar
- ☐ Sufficient description is given in **Justification** screen, which lists all changed items in all grants amended and rationale.
- ☐ Amendments to approved budgets must be submitted for prior approval by MDE under any of the following circumstances:
- ☐ The district is not currently approved for its full allocation and needs to increase its approved amount *
- ☐ The district adds or deletes staff / increases or decreases staff FTEs in its approved budget
- ☐ The district adds a new function code to its approved budget
- ☐ The sum of the expenditures, over the approved amounts for individual functions, will exceed 10% of the total approved amount for the entire budget

* If you have additional funds available (due to carryover or other reasons) you will have to amend your regular application when the funds become available.

There will no longer be a separate carryover application; the funds will be automatically loaded into your regular budget which you will then need to adjust upward through the amendment process.

Substantially Approvable

In order for the LEA to get a beginning obligation date, the Consolidated Application must be substantially approvable. The following elements must be accurately completed and submitted to be substantially **approvable**:

- ☐ Title I School Selection Application
- ☐ LEA Planning Cycle Application with three to five LEA needs and goals to support needs.
- ☐ Consolidated Application including updated staffing, FTE/hours, salary, and benefits

Please contact your Regional Consultant if you have further questions.

Region 1 517-373-4009

Region 2 517-373-0161

Region 3 517-373-6341

Region 4 517-373-4004

Region 5 517-373-4212